

# Kentucky Teacher

October 2009

News for the Nation's Most Innovative Educators

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## Collaboration, community involvement thrive in Hardin County

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News for the Nation's Most Innovative Educators

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**Front cover:** Library media specialists Amy Flanagan, left, and Jan O'Daniel stand in the school library during the 2009 Big Read at John Hardin High School (Hardin County) on Aug. 27. Photo by Amy Wallot

# More public school graduates take ACT

The number of public high school graduates taking the ACT increased by more than 14,000 from 2008 to 2009, according to data released by the Kentucky Department of Education and the Council on Postsecondary Education in August.

This is the first year in which ACT Inc. has provided Kentucky with separate scores for public school students for the national data release. The number of Kentucky public school students whose scores are presented in this data was 41,099, a significant increase from 2008's 26,610. This increase is due in part to the requirement that all public school 11th graders participate in the ACT. To compile information for the release of graduating class data, ACT Inc. used students' scores from the last time they took the test, and many public school 11th graders in Kentucky did not take the ACT again as 12th graders.

The 2009 composite for Kentucky public school students is 19.1, compared to 2008's composite of 20.6. Nationally, the 2009 composite score was 21.1, the same as that for 2008. The national composite score includes both public and non-public school test-takers.

"The good news is that we now have identified hundreds of additional students who, in previous years, would not have been identified as having college aspirations," said Education Commissioner Terry Holliday. "Our goal is to prepare ALL of our children

for career and postsecondary work. While we have work to do, the alignment of Senate Bill 1, Race to the Top and numerous other Kentucky reform efforts are now focused on the right stuff – preparing children for their future, not our future."

"These test results emphasize the importance of Senate Bill 1," said Robert King, president of the Council on Postsecondary Education. "SB 1 compels a critical partnership between P-12 and higher education for the purpose of increasing the number of young people who attend college, persist and earn a degree."

Some of the drops in percentages of Kentucky public school students meeting the benchmarks can be attributed to the larger population of students who took the ACT and to some students' status as 11th graders who have not yet completed all of the credits necessary for graduation.

In comparing Kentucky with the nation, the widest gaps in performance among students were in overall English and mathematics scores (2.3 points), and the smallest was in science (1.5 points).

Kentucky's African-American public school students' average composite score was 0.6 points lower than the national average for African-American students. At both the national and state levels, the gap between the performance of African-American and white students persisted.

The composite score gaps between public school males and females of all ethnic groups in Kentucky were minimal in most subjects, with males posting a composite score of 19.0 and females a score of 19.2. On the ACT, which offers only multiple-choice questions, males tend to outscore females in mathematics and science, and females tend to outscore males in English and reading.

## Kentucky public school juniors' 2009 ACT data also released

Overall results from the 2009 administration of the ACT more than 43,000 Kentucky's public school juniors show a small improvement in mathematics, but minor drops or flat scores in other subjects.

The breakdown of juniors' composite scores by subject between 2008 and 2009 was:

	2008	2009
English	17.3	17.3
Mathematics	18.1	18.2
Reading	18.5	18.4
Science	18.7	18.5
Composite	18.3	18.2

The data provides a baseline for future administrations and give districts and schools more information to meet individual students' needs. For the Kentucky public school juniors who took the ACT assessment in 2008 and 2009:

### 2008

- 46 percent were ready for college-level English composition courses
- 20 percent were ready for college-level algebra courses
- 33 percent were ready for college-level social science courses
- 15 percent were ready for college-level biology courses

### 2009

- 46 percent are ready for college-level English composition courses
- 21 percent are ready for college-level algebra courses
- 30 percent are ready for college-level social science courses
- 16 percent are ready for college-level biology courses

### MORE INFO...

[www.education.ky.gov/JumpTo/?jump=09juniorsACT](http://www.education.ky.gov/JumpTo/?jump=09juniorsACT)



Photo by Amy Wallot

## Chemical reaction

Science teacher Richard Dooley, right, helps sophomores Josh Hedges and Laquinta Fitzgerald with an experiment at Campbellsville High School (Campbellsville Independent). The honors chemistry class was learning about chemical changes and single replacement reactions.

## COMMISSIONER'S COMMENTS

By Terry Holliday, Ph.D., Commissioner of Education

# Kentucky intent on being part of Race to the Top

During the August Kentucky Board of Education meeting, I said that one of my first priorities as commissioner was to work closely with key players so that Kentucky is one of first states to get part of the \$4.35 billion Race to the Top (R2T) fund, which is part of the 2009 American Recovery and Reinvestment Act. As the Kentucky Department of Education (KDE) begins its work, I'd like to explain in more detail about the R2T initiative and how I see it as an invaluable opportunity for Kentucky schools.

Race to the Top applications will be scored in part on each state's response to criteria in four assurance areas:

- Standards and Assessments – participation in national efforts to adopt common standards and assessments of student performance, with a plan for instituting them
- Data Systems to Support Instruction – statewide longitudinal data system that links student and teacher data and makes data available to researchers and the public
- Great Teachers and Leaders – differentiation of teachers and principals according to effectiveness and incorporation of effectiveness data in human capital policies and decisions
- Turning Around Struggling Schools – authority to intervene with struggling schools and a policy framework that supports high-quality charter schools

When you look at the criteria, it becomes clear that Kentucky is already in a good position to meet these assurances. This past spring, Kentucky joined with the Council of Chief State School Officers (CCSSO), the National Governors' Association (NGA) and 49 other states and territories to develop a set of academic standards that will increase rigor and relevance and prepare all students for success after high school.

Simply joining this effort is only the first step. Once the new national standards are developed, Kentucky also needs a plan to implement these standards. This means allocating resources to developing new curricular and professional development materials; ensuring local school districts have a plan to efficiently approve and purchase new curricular and professional development materials; and allocating the time and resources to provide high-quality profes-

sional development in the new standards to all instructional staff. Kentucky teachers also will be instrumental and heavily involved in writing the grade-level standards that they will then go back and teach to their students in the classroom.

I also believe with the Kentucky Statewide Longitudinal Data System (KSLDS) Kentucky is in a strong position to demonstrate our capacity to take data collected from assessments and use that data to identify and replicate what works and eliminate what doesn't.

At the classroom level, that may mean teachers have easier access to a more complete set of data about their students that they can use to more effectively deliver differentiated instruction. At the school or district administration level, it may be used by an instructional supervisor to identify which areas of core content students in particular classes are not grasping. At the state level, an intervention administrator may use the KSLDS to analyze the impact of a program on student achievement, resulting in state administrators more effectively

allocating funding.

Having this system in place demonstrates our commitment to collecting and using data across all components of our state education system.

I've said this before, and I'll say it again – Kentucky cannot raise achievement and close learning gaps for all of our students without great teachers. And we must provide them with what they need to be great teachers. This includes supporting teachers in their journey to become National Board Certified or other professional development endeavors. This means providing teachers with fewer, higher and clearer standards that they in turn will use to prepare their students for postsecondary education. This means encouraging teachers to develop leadership roles and providing a path for them to grow into leaders at a school, district, state or national level.

All of these factors combined will benefit teachers, their students and the state as a whole. Kentucky teachers have a difficult, but rewarding, job, and it's our job at the department, in partnership with the Ken-

tucky Education Professional Standards Board and other groups, to support them any way we can.

Kentucky has a data-driven, research-based framework in place to assist in school improvement, which has been an integral part of our education system since the passage of the Kentucky Education Reform Act. Among our existing initiatives are Highly Skilled Educators, the Instructional Support Network, scholastic audits, Standards and Indicators for School Improvement and more, which provide a variety of intervention strategies that schools and districts may consider as they continue to focus on improving student learning. As we all know, there is always room for improvement. KDE continuously strives to bring together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between groups of students, by building upon school and district capacity for high-quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

What I've seen in Kentucky is we have many strategies in place that align the state with the Race to the Top initiative in conjunction with the work ahead of us as laid out in Senate Bill 1. It also shows me that Kentucky is ahead of the curve in terms of what will be expected of our teachers, students and administrators in the future. It's evident that we have the foundation on which to build higher achievement and positive outcomes for our students.

(To comment on this topic, contact Commissioner Holliday at [terry.holliday@education.ky.gov](mailto:terry.holliday@education.ky.gov).)



Photo by Amy Wallot

## Music lessons

Commissioner Terry Holliday visits 4th-grade students Spencer McCord, Alyssa Tipton, center, and Makayla Thull during Laura Wilson's music class at Strode Station Elementary School (Clark County). Holliday was visiting Clark County Superintendent Elaine Farris and touring some of the area schools.

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# Teachers face few changes in assessment over next two years

By Matthew Tungate

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Until Kentucky revises its school accountability system, educators should teach what they have been teaching. That is the message from Michael Miller, director of the Division of Curriculum Development, and Ken Draut, associate commissioner of the Office of Assessment and Accountability.

The Kentucky General Assembly passed Senate Bill 1 (SB 1) earlier this year, which ended the Commonwealth Accountability Testing System (CATS) and required the Kentucky Department of Education to establish a new accountability system that tracks individual student progress based on new standards by 2012. Gov. Steve Beshear signed the bill into law in late March.

That left schools with the rest of the spring and two full school years to operate in the interim. What follow are questions posed about that interim period to Miller and Draut.

## What should teachers be teaching now?

For the next two years, schools are going to be held accountable to the existing *Core Content for Assessment*, version 4.1 adopted in 2006, in conjunction with the *Program of Studies*.

## What will students be tested on?

Students will take the Kentucky Core Content Test (KCCT), just as they did in spring 2009 and be

tested in reading, mathematics, science, social studies and writing on demand. Just like last spring, students will not be tested in arts and humanities or practical living, and writing portfolios are not part of their scores in 2010 and 2011.

## How will those results be used for accountability?

There is no more CATS, so there is no more accountability index, no academic index and no growth charts.

During the interim, schools will be held accountable under the federal No Child Left Behind (NCLB) Act. In the past, Kentucky used KCCT results for state and national accountability. For the interim period, KCCT results will determine if schools meet Adequate Yearly Progress (AYP) under NCLB.

All schools are accountable for meeting AYP during the interim. Title I schools, which receive federal money for having a large percentage of low-income students, will continue to be held accountable for not meeting AYP with federal consequences. Non-Title I schools still will not face federal consequences for not meeting AYP but will be identified for state assistance and support. The 2009-10 school year is the first that non-Title I schools will receive state assistance based on their NCLB results.

## Will results on NCLB be calculated differently?

Elementary and middle schools previously used CATS index scores to calculate whether they met AYP. With no CATS scores, that calculation has to change.

The Kentucky Board of Education has indicated it will base the NCLB Other Academic Indicator – the part that has used CATS results in the past – on results of the elementary and middle school social studies, science

and writing on demand scores of the KCCT. Students will continue to be tested in the same grades.

The Other Academic Indicator for high schools is graduation rate, and that will not change.

## What will students be tested on this school year and when?

Students will take the EXPLORE, PLAN and ACT; KCCT in reading, mathematics, science, social studies and writing on demand; and still-to-be determined norm-referenced tests in grades 3-7. This is the same as last school year, plus the norm-referenced tests. (See chart for subjects and affected grades.)

## Under CATS, schools received a score on a 140-point scale. What will the results of the interim accountability system look like?

Schools will receive an NCLB AYP Report and the Interim Performance Report, showing how their students scored in the scoring levels of novice, apprentice, proficient and distinguished.

## Which students take the new norm-referenced tests?

Grades 3-7 will take tests in reading and mathematics in the springs of 2010 and 2011. It will be given one week before or one week after the traditional KCCT testing window, depending on each district's preference.

## How will those results be used for accountability?

During the interim period, results of these tests will not be used for accountability. These tests will be given in only 2010 and 2011.

## Are there new tests for grades 8-12?

No, these students will continue to take the EXPLORE, PLAN, ACT and KCCT.

## What will students not be tested on this coming spring?

Just like last year, students will not be assessed in practical living/vocational studies or arts and humanities. Students' writing

Content Area	Grades	2008-2009 Status
		State Tested
Reading	3-8, 10	YES
Mathematics	3-8, 11	YES
Science	4, 7, 11	YES
Social Studies	5, 8, 11	YES
Writing On Demand	5, 8, 11	YES
Arts/Humanities	E/M/H	NO
Practical Living/Vocational Studies (PLVS)	E/M/H	NO
Writing Portfolio	E/M/H	NO
Norm-Referenced Test Reading/Mathematics	3-7	NO
ACT EXPLORE	8	YES
ACT PLAN	10	YES
ACT	11	YES
Alternate Assessments	3-8, 10-12	YES
ACCESS for English Language Learners	K-12	YES

portfolios also will not be used for accountability.

## Should teachers still have students doing writing portfolios, even though they are not part of accountability?

Portfolios are still required, and more information will be forthcoming about how portfolios will factor into program reviews in 2012. Teachers should continue collecting these working folders and send them to the next year's teacher.

## What are program reviews?

SB 1 defines a program review as "a systematic method of analyzing components of an instructional program including instructional practices, aligned and enacted curriculum, student work samples, formative and summative assessments, professional development and support services, and administrative support and monitoring." In other words, a program review is a self-study that evaluates what kinds of opportunities students are provided as part of a whole program, not just the end results of student learning.

Teams of Kentucky educators worked throughout the summer developing program review drafts and the criteria for which schools will be held accountable in: arts

and humanities, practical living/vocational studies and writing. Schools will be piloting the drafts this winter.

While the program reviews have not been finalized, there will be some consistency across all three subject areas. They will be organized in four areas:

- curriculum and instruction
- formative and summative assessments
- professional development and support services
- administrative leadership support and monitoring

Under each of those areas will be no more than 10 measurable indicators and performance descriptors, similar to the Standards and Indicators for School Improvement used for scholastic audits and reviews. These indicators and descriptors will incorporate national research on the qualities of effective teaching and 21st-century skills.

Student work will be a part of all program reviews.

## When will they be implemented?

Beginning in 2012, program reviews will be used for accountability in three content areas: arts and humanities, practical living/vocational studies and writing.

(See **Teachers** on page 16)



# 'Fulton County Way' taking district far in mathematics

By Susan Riddell

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Fulton County mathematics teachers are getting things done their way.

Thanks to an embedded and ongoing professional development called Math – The Fulton County Way, mathematics teachers in the small western Kentucky district are working together to enhance and improve learning.

"The goal of Math – The Fulton County Way is to make classrooms centers of student thought, student engagement and therefore student learning," said ReNea Riddle, instructional supervisor for the district. "The foundation of this process is a collaborative definition of mathematics along with the roles and responsibilities of teachers and students."

The professional development has been a success for teachers, administrators and students.

District juniors and seniors improved mathematics ACT scores by a point between 2008 and 2009. EXPLORE testing saw a 1.1-point growth during the same time frame, and in No Child Left Behind district-wide data reporting, students went from 39.07 percent in proficient or distinguished in mathematics in 2007 to 49.51 percent proficient or distinguished in mathematics in 2008.

Primary mathematics teacher Shelly Acree said the program has been an "incredible" initiative that has "allowed our mathematics teachers to fix the problems in our mathematics programs in partnership with our school administration," she said. "It allowed us ownership of the process."

All district mathematics teachers participate in this professional development led by Melanie Curlin, district mathematics coordinator and a veteran mathematics teacher in the school system.

"This teacher-led group routinely meets to analyze data, model strategies and share unit plans," Riddle said. "They collaboratively developed a daily classroom rou-



Photo by Amy Wallot

*Fulton County High School teachers Mitchell Williamson, Bettie Brazzell, center, and Melanie Curlin discuss mathematics implementation in the Fulton County school district during the district's "Math Summer Camp" on June 3. To make sure all the district mathematics teachers are on the same page, Math – The Fulton County Way fields a mathematics camp each summer for all mathematics teachers in the district. The camp teaches how best to support mathematics learning in all grades.*

tines protocol that has yielded a walk-through instrument for mathematics classes."

"The instructional tools and strategies are a collection of the best practices that have proven impact on our particular student population – 67 percent free and reduced-price meal eligible and 30 percent African American."

The Fulton County Way doesn't stop there. According to Riddle, mathematics labs have been developed to support high school Algebra I, Algebra II and geometry classes. All labs provide hands-on instruction and are centered on small student-to-teacher ratios.

"Assignments to the labs are based on proficiency," Riddle said. "If a student is less than proficient in mathematics, these become one of his or her electives."

To make sure all the district

mathematics teachers are on the same page, the program fields a mathematics camp each summer for all mathematics teachers in the district.

"When we come together as teachers of K-12, we learn how best to support learning in all grades," Acree said. "One thing I learned at our most recent summer math camp was how showing kindergarten one pattern and having them create a similar pattern with different pictures helps prepare them to deal with variables in algebra. I just had never seen it, but did in the context of talking about algebra and the importance of understanding what a variable is."

Mitchell Williamson, a mathematics teacher at Fulton County High School, said that working together as educators, understanding Thoughtful Educational strat-

egies and implementing them are mainstays in Math – The Fulton County Way.

"Our math camp this summer helped with setting up routines that each high school class should follow," Williamson said. "For example, we all must have a bell ringer, lecture or learning activity and a learning log that allows the student time to reflect on the work of the day. The meetings are beneficial in getting ideas from other teachers and just sharing different Thoughtful Educational strategies."

The mathematics camp also enabled the teachers to agree to several changes in their practices, emphasizing the group's need to adjust to the students around them as well as the ever-changing needs in mathematics teaching.

At the camps, the teachers have

developed a statement and classroom routines and a set of instructional tools. Curriculum maps were refined with focus placed on more depth, placement tests were developed for middle school students, and an Algebra I exit test was developed.

"Road maps" also were developed for students and parents in the elementary grades.

The road map "is used in our school to help parents and other teachers know how to support the content being taught at each grade level," Acree said. "We also used it to revise our report cards."

"One example of how we use the roadmap is how we teach about money," Acree added. "In kindergarten, students learn names of coins and count pennies by ones. First grade counts pennies by ones, nickels by fives and dimes by 10s, and 2nd-graders are required to know about counting money to one dollar and counting back change. I now do not waste valuable student learning time trying to teach the same content over and over. I teach content when the students are most ready to learn it."

At the most recent camp, teachers developed a graphic picture of Fulton County students called "K-12 Mathematics Journey" through concepts, skills, understandings and deficiency markers.

Williamson said he appreciates these mathematics camps because they give all teachers the chance to express their opinions on what works and what does not. "Our main goal is for the students to learn," he said.

Curlin agreed.

"Teaching Math – the Fulton County Way is all about our collective confidence that thoughtful student engagement in our classrooms is a sure path to the learning of mathematics for each of our students," Curlin said.

## MORE INFO...

[www.fulton.k12.ky.us](http://www.fulton.k12.ky.us)

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# Follow the Golden Rule for online, school safety

*Editor's note: This article was submitted to Kentucky Teacher in conjunction with America's Safe Schools Week (Oct. 18-24).*

**Karen McCuiston**

Kentucky Center for School Safety

The shrieking sound of the fire alarm alerts the teachers and students at North Elementary School (Calloway County) that it's time for the first fire drill of the 2009-10 school year.

Noraa Ransey's 2nd-grade students line up and head outside. Ransey remembers to shut her door as she grabs her classroom roster and heads to the designated area.

Once the fire drill is over, Ransey, like so many other Kentucky teachers, heads back inside, puts her school safety hat back on the shelf and continues her day filled with an endless list of daily tasks including curriculum, lunch count, parent permission forms and student achievement.

Ransey and countless Kentucky educators like her work hard to provide a safe, healthy learning environment necessary for their students to learn at high levels of academic achievement. To assist with this endeavor, the Kentucky Center for School Safety (KCSS) provides on-demand assistance through its Web site ([www.kysafeschools.org](http://www.kysafeschools.org)), technical trainings, safe school assessments and school safety presentations throughout the year.

During the month of October each year, KCSS and the Kentucky School Boards Association (KSBA) host an Annual Safe School-Successful Student Conference (this year, Oct. 12-13 in Louisville), and the third week of October is designated Kentucky Safe Schools Week in conjunction with America's Safe Schools Week. An emphasis is placed on

school safety across the state in a joint effort to applaud the exemplary efforts of many schools and to encourage others.

Using current legislation and data derived from KCSS' Web analysis tools, this school year's Kentucky Safe Schools Week will focus on strategies to combat bullying with an emphasis on cyberbullying. The theme for Kentucky Safe Schools Week will be "Follow the Golden Rule, Be Safe Online and at School," which coincides with last year's passing of House Bill 91, also known as the Golden Rule Act. The act's purpose is to reduce bullying, harassment and other forms of intimidation, including cyberbullying.

Following the Golden Rule involves empathy and self-control. It applies to both the real world and the virtual world of computers and text messaging. Cyberbullying is a fast-growing trend and is an emotional and physical threat to the safety and well-being of our students. Through the use of various types of cybercommunication, virtual bullies can intimidate and harass vulnerable students with devastating results.

In a 2007 survey of 13- to 17-year-old students by the National Crime Prevention Council, 43 percent reported some form of cyberbullying in the last year. Most of the teens surveyed felt that cyberbullying occurs for one or more of these reasons: "they think it is funny" (81 percent); "they don't like the person" (64 percent); and "they view the victim as a loser" (45 percent). The same survey showed 47 percent of respondents didn't perceive tangible consequences for the cyberbully, and 45 percent felt they would not get caught.

The larger-than-life, adult-free, guilt-free world where students communicate is open



Photo submitted

Webster County High School freshman Dirk Benson and Clay Elementary School (Webster County) 7th-grader Maddie Duncan view a multimedia presentation on cyberbullying presented by Karen McCuiston of the Kentucky Center for School Safety. McCuiston was visiting Clay Elementary to speak to the students and teachers and played the role of a "cyber cop."

24/7 and has a worldwide audience, and when bullying occurs, it is vicious and many times anonymous. The anonymity lends power and distance from the victim, which lessens empathy and remorse. Cyberbullying behavior leads to serious consequences, which are hurtful, can be unlawful and can change lives forever.

During Kentucky Safe Schools Week, the plan is to educate both students and teachers about cyberbullying and provide strategies to combat abuse of cybercommunication in schools. As with any other school safety initiative, success will be determined by leadership, dedication and consistency. Teachers are encouraged to check with their school-based decision making councils to see if safe school committees currently exist in their schools. Members of this team should include teachers, students, parents and com-

munity members, such as first responders.

Web tools for coordinating your school's Safe School Week campaign can be found at [www.kysafeschools.org/ssw.org](http://www.kysafeschools.org/ssw.org). There also is an online "Pledge Against Cyberbullying" students can sign, online surveys for students and additional resources for parents, administrators and community members.

Working together, everyone with a stake in how safe schools are for students can make the 2009-10 school year the best year possible.

## MORE INFO...

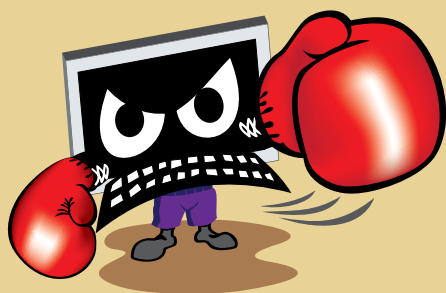
[www.isafe.org](http://www.isafe.org)

[www.stopcyberbullying.org](http://www.stopcyberbullying.org)

<http://www.ncpc.org/newsroom/current-campaigns/cyberbullying>

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## Cyberbullying: What is it?



Cyberbullying is when one student targets another online. Examples of cyberbullying include:

- mean, vulgar or threatening e-mail
- forwarding a private communication to others
- humiliating text sent over a cell phone
- Web site set up to mock others
- posting embarrassing photos or video
- impersonating someone else to spread rumors
- intentionally excluding someone from an online group
- posting sensitive, private information about another person

## How can you prevent being cyberbullied?

- Don't give out private information such as passwords or PINs.
- Be careful about posting personal information such as your name, address or cell numbers.
- Delete e-mail or text messages from people you don't know before opening them.
- When something doesn't sound right, leave the chat room.
- Assume no digital communication is private.

## What to do if you are cyberbullied?

- Tell a trusted adult.
- Don't open or read messages from cyberbullies.
- Don't react to the bully.
- If it happens at school, tell a trusted adult at school.
- Don't erase the message or image.
- Block the bully.
- If you are threatened with harm, inform the police.



# Top ESS programs long on innovation, short on funds

By Matthew Tungate

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Sandy Sinclair-Curry has been the Adair County school district's Extended School Services (ESS) director since the inception of the Kentucky Education Reform Act (KERA) in 1990. She said teachers were finally able to be paid for working with students outside of traditional school day as a result of the KERA requirements for ESS. There was also plenty of state staff and funding to help.

"When KERA was first enacted in 1990, it was as if the heavens opened and the angels appeared and we heard singing," she recently told the Kentucky Board of Education. "It was so exciting because we were able to implement new and different programs for students so they could reach their full potential."

In the years since, that funding has been cut (including almost a 70 percent reduction last year) and as a result, she has seen a 25-person ESS team at the Kentucky Department of Education shrink to one.

"We were cut over \$100,000, and when you take \$100,000 out of the budget and you are only operating on approximately \$48,000 for your entire district, and you are trying to serve half of your population, you have jars out in the community and you do song and dances, and you just try to collaborate," she said.

But out of those funding cuts has come a positive, state ESS Coordinator April Pieper said.

"The lack of funding, granted, has been bad, but it has forced some great creativity and collaboration that we didn't necessarily have to have in the past," she said.

According to the program guidelines from the Division of Secondary and Virtual Learning, schools are required to offer some form of ESS, including after-school and before-school instruction, evening sessions, Saturday learning activities, summer programs, intercessions in schools with alternative calendars or daytime instruction.

Pieper said the state encourages "just-in-time" interventions, such as when a student is two grade levels behind in reading.

"We're not going to wait until he fails this year of reading before we intervene and try to help him" she said. "We're going to do reading intervention right now and try to help him catch up even as he moves

along with his peers."

And Sinclair-Curry's district is one of three that Pieper said illustrates the innovation going on across the state in ESS programs.

Adair County pays for a national week-long summer enrichment program called Camp Invention (CI) that fosters creativity, teamwork, innovative-thinking skills and science literacy for children in grades K-8, Sinclair-Curry said. Last summer was Adair County's fourth year with CI.

"There is an integration of science, math, arts and history in the context of hands-on activities. The children are grouped by grades and/or ability. CI is an easily adapted program consisting of a series of five activity-oriented modules, which make up a unique, fun-filled enrichment program for elementary-aged children," she said. "Each day's activities build on the previous activities and culminate in an 'Inventors Showcase' on the final day of the program during which students take pride in explaining their work to each other and their families."

Pieper said Adair County's focus is one reason it is a model for other districts. "We don't have a lot of math and science camps," she said. "We see a lot of reading camps or math camps, but the math and science camp is one of the fewer camps we see."

Another model ESS program is in Pulaski County, Pieper said, because it uses Ameri-

Corps members to work individually with struggling students.

Mardi Montgomery, director of programs for the Pulaski County school district, said the district began using AmeriCorps members at 14 schools last year and served 8,000 students working on targeted reading and mathematics interventions.

"We utilize AmeriCorps members before, during and after school. Each school tailors the Ameri-

Corps member's 1,700 hours of required services to meet their respective needs," Montgomery said. "This collaborative partnership between AmeriCorps and the Pulaski County school district is one of the best uses of funding for positive student outcomes."

Amy Polston, Pulaski County's elementary curriculum supervisor, added, "We actively recruit high-quality individuals with an interest in education and community service. Many of these individuals not only reap the benefits of a high-quality educational set-



Photo by Amy Wallot

First-grade students Kebin Rosas, left, and Blake Patton work together to create a large gear pattern during the "Think Tank" before-school Extended School Services program at Walnut Hill Elementary School (Casey County). The program integrates reading, mathematics and sometimes content area-specific skills with interactive activities to meet the students' academic goals and critical-thinking skills.

ting, but other benefits through AmeriCorps, e.g., healthcare and the AmeriCorps Education Award."

Pieper also cited the Casey County school district's "Think Tank" as an exemplary ESS program. This before-school program allows students to work in stations in three schools' media centers. Casey County ESS Coordinator Marcenia Brown said Jones Park and Walnut Hill elementary schools offer assistance for 1st graders, and Liberty Elementary School is available to 1st and 2nd graders.

Brown said the five-year-old program integrates reading, mathematics and sometimes content area-specific skills with interactive activities to meet the students' academic goals and improve critical-thinking skills. The staff targets intervention to the specific skills on which students need help. For example, a teacher or aide will work with a student one-on-one, reading to or with them, focusing on vocabulary for the stories students are working on in the regular classroom, she said.

"The original reasoning and consideration to implement 'Think Tank' was because of the concern for early primary students who arrived at school early and were exposed to lengthy waits in an area with older students. They became uneasy in this setting or were experiencing difficulty following the procedures that older students were capable of or expected to do. After leaving this set-

ting, they were expected to settle into an academic routine," Brown said. "By providing 'Think Tank' before school, the stress in the larger setting was eliminated, and they enter their classroom settled, already using critical thinking skills and ready to focus and learn."

Pieper said she is impressed the schools use the Leapster reading and phonics series.

"To the kids, they look like hand-held video games, but they're actually working on phonics and blending combinations," she said. "They're helping them read better, but they're couched in this little video system. It's such a tricky way to do that, but it's phenomenal."

Pieper said Adair, Pulaski and Casey counties are just three of the school systems that are doing a good job offering interventions through ESS to students based on their academic needs.

"We are meeting the needs of students through these programs. Are they underutilized in some districts? Probably in some districts. Are they underfunded? Definitely. But there are some amazing results coming through these programs," Pieper said.

## MORE INFO...

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# Schools to Watch share many traits, including success

**By Matthew Tungate**  
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Principal David Ward feels very lucky that Auburn School (Logan County) serves students from pre-kindergarten all the way through the 8th grade, as he and his staff see students develop from learning their ABCs to being prepared to enter high school.

“We have a deep passion for each individual child because they’re here with us for so long,” said Ward, in his sixth year as principal at the school. “And we also have a deep, rich feeling that these are our kids, and we want the best for our kids. We teach the individual child, and we never give up on that child for as long as he or she is here with us.”

At South Oldham Middle School (Oldham County), Principal Rob Clayton and his staff have a similar expectation. There, teachers are expected to make sure students excel.

“We don’t let success be a choice for kids,” he said.

Auburn and South Oldham Middle are Kentucky’s contribution to the 79 exemplary middle-grades schools named 2009 Schools to Watch, an 18-state recognition and school improvement program developed by the National Forum to Accelerate Middle-Grades Reform.

Selection is based on a written application that required schools to show how they met criteria developed by the forum. Schools that appeared to meet the criteria hosted state teams that observed classrooms, interviewed administrators, teachers and parents, and looked at achievement data, suspension rates, quality of lessons and student work. Schools are recognized for a three-year period, and at the end of three years must repeat the process to be re-designated. Both Auburn and South Oldham Middle are among the 37 schools recognized for a second time.

The schools seem different at first. South Oldham Middle is in the Louisville metropolitan area with 674 students in grades 6-8. Auburn is a rural school with 237 students in grades 6-8. However, Fran Salyers, director of the

Center for Middle School Academic Achievement at Eastern Kentucky University (which oversees Kentucky’s School to Watch program), said the schools have many commonalities.

“They have strong and visionary leadership, a positive learning environment with mutual respect among all, a focus on academics but balanced with being developmentally responsive, and there is a commitment by all staff to do whatever they must do for students to be successful,” she said. “We like to call them ‘happy schools’ because everyone seems to be a part of the school – students, teachers, parents, leadership, classified staff, everyone.”

Clayton, who is in his fourth year as principal, was assistant principal when South Oldham Middle was named a School to Watch in 2006. He said he sought the designation because the school is different now from what it was then.

“It’s good that a school demonstrates it’s performing at a certain level three, four, five years ago, but what’s most important for parents and for our kids is what we are doing today,” he said. “I think it’s very important, from my perspective as principal, to make sure that we’re demonstrating we’re capable of changing, that we’re capable of adapting and we’re capable of improving.”

Clayton said he knew the school was doing many great things, but he wanted the review team to provide an objective opinion on where it can improve.

Ward was in his first year as principal when Auburn was named a School to Watch in 2004. He was not part of the application for that year and applied this time “just to reaffirm that we’re still on track.”

Salyers said 11 schools applied to be named Schools to Watch, and six received site visits.

Ward said, “That just made it even better that there were only two schools out of all the schools that applied in the state of Kentucky. That made me very proud of our students and our community.”

Paula Patrick, a language arts teacher in her second year at Auburn, said she thinks being named a School to Watch shows



Photos by Amy Wallot

*Eighth-grade student Jazmine Elliott works on an assignment about the Civil War during Rebecca Engler’s class April 20 at Auburn School (Logan County), a 2009 School to Watch.*

the focus that the administration, teachers, faculty, staff, parents and volunteers place on the success of students.

“Everyone is not only involved in the students’ successes but also committed to each individual student’s success,” she said. “I think that being chosen (a School to Watch) is an honor that speaks volumes of the commitment that Auburn School has to the students of the community.”

## Sense of community

Ward said the community of Auburn has a strong commitment to its school. Inside the school is a mural painted of the school and the former Auburn High School.

“I want the students to understand – Auburn is not just a school that was built back in the ‘80s or the

‘50s. We’ve been educating on this site since 1884,” he said.

Some of his students’ parents went to Auburn High, he said. On a more personal level, his wife’s family is from the area, and there is a notable sense of community related to his school, Ward said.

“There’s nothing better than seeing a parent volunteer coming in, reading to a child or helping a child with math,” he said.

Clayton also focuses on the school community when driving his teachers and staff to improve. When this school year started, he asked his staff what the community would do if South Oldham Middle no longer existed.

“I would there be a thousand people on the corner saying, ‘We’ve got to have our school back,’ or



*Colton Spencer and Mallory Wright, both 8th-grade students at Auburn, work on a thought box about the Civil War during class on April 20. Auburn was previously named a School to Watch in 2004.*

would it be 20?” he asked.

Clayton wanted them to reflect on the school and to question if people would miss it. He wants parents to want to get their children into South Oldham Middle.

“I look at it from the perspective of, what can we do to make people feel like, ‘I’ve got to have my kid in that school?’” he said.

## Teacher collaboration

Clayton challenges his staff to imagine what the best middle school in America would look like and to try to emulate it.

“South Oldham Middle School is a very difficult place for teachers to teach,” he said. “You’d better be committed to being a star teacher here.”

But teachers feel respected and pride in working there, he said.

The school is a strong believer in collaboration, with a focus on professional learning communities (PLCs), Clayton said.

“There’s no silver bullet in education ... but the closest thing to a silver bullet in education is the PLC,” he said.

Teachers are expected to collaborate and share in their teams.

“They are learning tremendous activities and instructional strategies from each other,” Clayton said. “It’s just powerful to witness.”

To assist in that, the school has



*Eighth-grade student Madeline Belding, left, shares her speech with Maleea Burden, center, and Laura Carrithers before the South Oldham Middle School (Oldham County) 2009 School to Watch celebration April 20. South Oldham Middle was among the 37 schools recognized for a second time; the school received its first School to Watch honor in 2006.*

a shared computer network drive where teachers put minutes from their team and PLC meetings, as well as student data, common assessments, goals and work products.

“It provides immediate access to important information for colleagues as well as myself,” Clayton said.

Collaboration also is a key to Auburn’s success, Ward said.

Teachers at Auburn use a structured lesson plan template, and Ward has electronic access to each



*Teacher Leslie Wolf discusses the difference between the revolution and rotation of Earth during her class at South Oldham Middle.*

collaboratively and use the same lesson plan for instruction, Ward said.

“Collaboration is one of the monumental pieces that we have at this school,” Ward said.

Also at Auburn, collaboration with other teachers is very beneficial for the teachers and the students, Patrick said.

“For the teachers, we glean ideas, strategies, best practices and perspectives from each other. We bring a variety of teaching backgrounds to the table and are able to bounce ideas off each other,” she said. “For the students, teacher collaboration allows students to link together different content areas so that they see there is a connection in the ideas they are learning.”

Matt Doucette, a 6th- and 7th-grade science teacher in his fourth year at Auburn, said Ward is very particular about whom he hires and makes sure new teachers get the support they need to become great teachers.

“Teachers use multiple forms of assessments to diagnose student learning needs, set individual student learning goals and drive instruction,” he said.

## Unconventional learning and assessment

The schools each take non-traditional approaches to learning and assessment, but even then they have similarities.

Ward said the school is a product of the Thoughtful Education philosophy and its tenets of teaching using multiple learning styles, teacher collaboration and research-based strategies.

“You’re not teaching a subject, you’re teaching a child,” he said.

Students are expected to correct work and are given multiple opportunities to do so. Extended time is given as needed, Ward said. The school has a zero retention rate.

His teachers look at class work as formative assessments, which are for seeing if students are “getting it,” Ward said. “They shouldn’t get a bad grade for doing that.”

“That’s like saying to someone, ‘Hey, you’ve never done this task before, now do it perfectly or you get a bad grade,’” he said. “That shouldn’t be what happens.”

Teachers should assess, see what’s wrong and then reassess. Once they believe the child under-

stands, then they can give students a summative assessment, he said.

“We are not going to let a child fail,” Ward said.

Clayton said South Oldham Middle has a similar philosophy.

“You have to determine the purpose of the grade. And far too often, the purpose of the grade ... is to use it as motivation for high achievement. That can be a mistake for many students,” he said.

South Oldham Middle is trying to shift the focus to the students owning their progress and grades and by being responsible for their own learning. Even as a student, Clayton said he didn’t take ownership of his learning. He was competitive and wanted to excel, but he wasn’t too worried about actual learning.

“Our belief is in order to get students to truly learn at high levels, and not just for today, but to be able to use that information and that learning down the road to impact themselves and impact the world, that we have to shift the focus to students being responsible for their own learning,” he said.

The only way to achieve that goal is for students to understand that even if they don’t understand something today, it’s fine as long as they learn it tomorrow or the next day, Clayton said. He thinks of it like a basketball player who has poor skills at the beginning of a season. Others celebrate the player if he develops solid skills by the end of the season. If that person were judged after just the second or third day of practice, both the player and the coach would be deemed unsuccessful.

“We must celebrate the growth in our students just as we celebrate the growth in individuals in sports,” Clayton said. “In the end, where you started the season doesn’t matter; it’s where you finish.”

The grading system didn’t mirror that philosophy, he said. So students get multiple opportunities to show proficiency. The school also doesn’t give zeroes for student work.

“The greatest consequence for not doing the work is doing the work,” Clayton said.

Teachers also assess students using more than just pen and paper. For instance, students may be assessed orally.

“Just because students can’t (See **Schools** on page 15)



# Big Read event is a big hit at John Hardin High School

By Susan Riddell

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The big idea of two library media specialists (LMS) is paying big dividends at John Hardin High School (Hardin County).

Amy Flanagan and Jan O'Daniel are in their third year of presenting the Big Read to students in an effort to congregate teens who share a love of reading and encourage those who don't to get excited about literature – especially books written with teenagers in mind.

"The Big Read is the main component of our library literacy programming at John Hardin," said Flanagan, who is in her seventh year at John Hardin High and 12th year as an LMS. "Prior to our special events programming, little attention had been given in the curriculum to high-quality young adult literature. Because the Kentucky state curriculum and core content tend to focus on 'the classics,' students who were not avid readers had not been exposed to a broad range of young adult literature. Through our literacy programs, we are able to offer and highlight current literature that is written for teenagers on topics that are of high interest to them."

Teacher Kathryn Spaulding said Flanagan and O'Daniel foster literacy to students through their own

love of reading.

"Jan and Amy say they believe teens still love to read, but that they as librarians must be more creative in encouraging reading," Spaulding said. "Thus, they organized the Big Read – which one of my students called the 'most intellectually stimulating experience they've had in high school.'"

The Big Read begins in the summer months, culminating with an evening event of fun, games and prizes. This year's Big Read was held Aug. 27. Book circles were set up and live music provided to offer a coffeehouse setting.

John Hardin High Principal Alvin Garrison said the Big Read and other events like it have brought the school together for both collaboration and camaraderie, adding that Flanagan's and O'Daniel's efforts have led to an improvement in "the school's overall attitude toward literacy and student participation in academic events," Garrison said. "The Big Read has inspired collaboration among students, teachers, parents and community."

"Teachers from all areas of the curriculum – from agriculture to business to physical education – participate in some capacity, either by leading group discussions, participating as readers along with

students, providing musical entertainment, creating table decorations, and preparing and serving food," Garrison added.

The push to come up with initiatives like the Big Read came from a need to improve reading scores at the school, according to O'Daniel.

"In an effort to improve, our school adopted the Literacy First program during the 2007-08 school year," said O'Daniel, who has been an LMS at the school since 2001 and is in her 21st year in the district. "Up until (2007), the library media center was primarily an academic library focusing on research and information skills. As important as those skills are, we realized that harvesting a love for reading in our students had been neglected."

"We identified this lack in our own professional growth plans and responded to our school's new literacy focus by planning and implementing the first Big Read," O'Daniel added.

That new focus has proven to be productive, with 537 more books checked out from the school library in 2007 compared to the year before. Last year, circulations improved again, this time with 1,814 more books checked out.

To get these numbers, Flanagan and O'Daniel relied on teacher



Photo by Amy Wallot

Senior Ashley Johnson discusses the Alexandra McCall Smith novel *The No. 1 Ladies' Detective Agency* with English teacher Kathryn Spaulding during *The Big Read* at John Hardin High School (Hardin County) on Aug. 27. *The Big Read* event begins in the summer months, culminating with an evening event of fun, games and prizes. This year's Big Read included book circles and live music provided in a coffeehouse setting.

involvement, administrative support and a small budget. They reeled in students with the promise of fun and grade incentives.

"A fun, low-stress event where students get free food, prizes and

a free grade is key," said Flanagan, who explained that in the Boo Read Halloween event, students who participated in all six learning stations received a pass that they could turn into their English teacher for a free 100 percent on a daily grade.

"We feel successful on all our literacy programming thus far," O'Daniel said. "Some events have been more successful than others in terms of teen participation. We have found throughout our experiences that teen follow-through is the biggest obstacle, but we see this as just a fundamental reality of all teenagers."

## MORE INFO...

[www.hardin.k12.ky.us/jhhs/jhslmc/br09.htm](http://www.hardin.k12.ky.us/jhhs/jhslmc/br09.htm)

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## Other reading activities engage students

With the success of the Big Read, Flanagan and O'Daniel also have produced other small-scale events.

"In addition to involving our regular student readers, we wanted to hook kids who were reluctant readers," Flanagan said of the smaller events. "The Big Read is the only event that we solely focus on book discussion and literature circles. Smaller scale events so far have been more along the lines of interactive games, but still with emphasis on reading comprehension and literature follow-through."

Some of the school library's events include:

**Boo Read** – This event focused on the scary short story, including classic selections by Edgar Allen Poe and William Faulkner, for example, and selections of scary urban legends and stories that were eventually made into well-known movies. A final component of the compilation focused on state and local ghost stories, folklore and legend.

"The Boo Read couldn't have been possible without the creative efforts of our teachers," O'Daniel said. "Our agriculture teacher designed a unit on ornamental design where his students studied about growing,

raising and harvesting gourds and pumpkins. As a result, this class carved approximately 40 spooky – and vomiting – pumpkins for Boo Read decorations. The foods and culinary arts class baked Halloween-themed goodies.

"Students who otherwise may not have participated in our literacy events did so through this. Since we have had the Boo Read, we've had students ask us each year if we are going to have another Boo Read."

**Stupid Cupid** – Last February, the library sponsored a "celebration/commiseration" of Valentine's Day for students. Students who signed up had to read one of 50 designated high-quality, young adult romance novels in February. Activities at the event included "Bowling for Love," "Blinded by Love," "Pin the Wings on Cupid," "Golf is for Lovers" and "Musical Hearts." The event was capped off with a *Jeopardy*-style quiz game called "Lovpardy."

**Read it Forward** – Flanagan and O'Daniel created a trade shelf in the library where students can donate one of their own books and take another off the shelf. Also, a literacy circle book club was formed last year with the help of a Kentucky Reading Association grant.



## HIGH QUALITY TEACHING AND LEARNING

# Strong instructional rigor leads to solid student engagement

By Susan Riddell

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Thomas Moudry knew he was making a mistake.

The 20-year veteran English teacher at Grayson County High School was giving his students the task of writing personal narratives without connecting it to what they were reading in class.

"Then, one summer, I was reading through *Beowulf* for the umpteenth time, thinking about the year to come, and the connection came," Moudry said. "The kids could write about a monster they have faced in their lives or an experience with someone they considered their hero. So, that became my product."

"I already knew I wanted them to understand the values of the Anglo-Saxons as they manifest themselves in *Beowulf*, so I had to get them to consider if those values – bravery, loyalty, strength and glory – worked for heroes today. So I formulated those questions and led them to the personal narrative."

Moudry's connection of *Beowulf* to heroes today is one of the many examples of teachers building strong instructional rigor and turning it into the highest levels of student engagement.

Instructional rigor needs to take place in all levels of education and is critical when students strive toward in-depth thinking. Special attention is paid to detail and accuracy. This rigor takes learning to a maximum level beyond simple memorization short-term retention.

Janice Johnson, an intermediate teacher at Hogsett Elementary School (Danville Independent), said connecting content to a student's own life is an important step in achieving this.

"Maintaining an academic focus may sound simple, but often times can be rather difficult," Johnson said. "Learning is most likely to occur when students become personally engaged with the material and perceive the subject matter to be directly relevant to their own lives. Understanding the diversity of learning styles and student experiences is key to enhancing student engagement."

Moudry agreed.

"You can't read *Beowulf* in a bubble, so you have to talk about contemporary heroes,



Photo by Amy Wallot

Thomas Moudry, an AP English teacher at Grayson County High School, discusses the work of Flannery O'Connor in his classroom. Moudry, a 20-year veteran teacher, said his challenge is to make American and English literature relevant to his students and make them feel that the work they do in his class is worth their time.

societal values, reputation," he said.

When constructing an instructionally rigorous lesson, Moudry follows three steps:

- determining what the students need to know at the end of each lesson and how long the lesson will be in terms of days taught
- determining what the final product or assessment will be
- ascertaining the questions needed to be asked to get students to that final product or assessment.

"Instructional rigor means the work has to be challenging," Moudry said. "It can't be

busy work – no worksheets or word finds. The work has to be worth the students' time, which ties into student engagement.

My challenge is to make American and English literature relevant to kids, and sometimes, it's difficult. However, I can supplement my classes with additional readings that may help make the connections I want the students to see."

Johnson said her classroom practices are as diverse as the elementary students she teaches.

"Learning is a complex process that is individual, content and context specific,"

Johnson said. "As a teacher, I am attentive to these factors and work to be flexible, adapting my approaches according to the need of learners."

Johnson said she abides by research-based practices like more small-group instruction, coaching types of interactions with students, stressing higher level thinking skills and active response through reading and writing.

"My experience teaching at both the primary and intermediate levels has broadened my teaching philosophy and allowed me to test its validity," Johnson said. "While goals, objectives and learning outcomes vary depending upon grade level and content, my philosophy serves to inform my practice."

"I believe that I have three primary responsibilities to the students," Johnson added. "(Those are) to provide and maintain an academic focus that elicits high levels of student engagement, to model and provide direct instruction of strategies, skills, habits and dispositions toward literacy and to promote respect for all things and all people."

### MORE INFO...

[www.education.ky.gov/JumpTo/?jump=HQTL](http://www.education.ky.gov/JumpTo/?jump=HQTL)

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## The ILP and Student Engagement

By Julia Harmon

ILP Program Consultant

When the Kentucky Individual Learning Plan (ILP) system is used in the classroom, ILPs help teachers reach new levels of instructional rigor while keeping students engaged.

Students enter information into their ILPs, which all teachers, administrators and counselors can access. These ILPs let teachers know their students' interests, hobbies, goals, gifted plans, learning services, work experience and more. The more students are encouraged to invest in their ILPs, the more teachers benefit by knowing their students. Once students see the personal relevance in what they are being taught, they will be more engaged and their achievement levels increase.

If teachers know their students' goals, instruction can be made more relevant by connecting the instruction to the students' interests. Knowing more about students makes engaging them easier. For example, a student most likely would be very interested in hearing his or her teacher say, "Joe, when you get a job as a nurse, you will use this information when you ..."

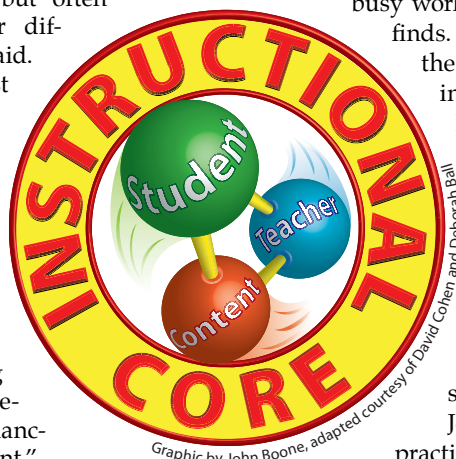
Students will listen, be more engaged and accept the rigor of the instruction because they understand it will improve their future and help with their careers and goals. Without teachers using the ILPs and learning about their students, teachers don't know what their students' goals and interests are, and, as a result, never engage students in relevant, rigorous instruction.

Teachers are encouraged to use their students' ILPs to learn what makes each of them tick and connect what they're teaching to what the students are planning to do with their futures.

### MORE INFO...

[www.education.ky.gov/JumpTo/?jump=ILP](http://www.education.ky.gov/JumpTo/?jump=ILP)

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Graphic by John Boone, adapted courtesy of David Cohen and Deborah Ball



# A new assessment model for Kentucky

**Rick Stiggins**

ETS Assessment Training Institute

As directed by Senate Bill 1, the Kentucky Department of Education and Kentucky school districts will be developing and implementing balanced assessment systems in coming months.

This represents a shift from using assessment merely as an accountability tool to relying on assessment to also support student learning. This change will necessitate five important shifts in how we perceive excellence in assessment. These shifts require a common and deep understanding of the principles of sound assessment practice. Teachers and school leaders statewide will have access to professional development to lay that foundation and build upon it.

*Shift One: From seeing assessment as something adults use exclusively to understanding that assessment is something students use too.*

We must expand our collective awareness of who the key data-based instructional decision makers are in schools. Certainly, we adults – teachers, parents, school leaders, etc. – use assessment results to inform important decisions annually, throughout the school year or in the classroom day-to-day. But we also must include students as assessment users. They too use the data we provide them about their own achievement to inform key decisions, such as whether they have hope of learning something, whether the learning is worth the energy it will take, or whether trying to learn is worth the risk that they might fail publicly.

As educators, we must understand that students make their decisions first. If they come down on the wrong side of these kinds of decisions, it doesn't matter what the adults decide – the learning stops. So this shift acknowledges that what students think about and do with assessment results is at least as important as what adults think about and do with results.

We know how to help students make productive decisions on their own behalf. This must become part of our mission.

*Shift Two: From seeing state standards as a vision of achievement success to a more complete vision of learning success.*

In the past, teachers used to define achievement using simple labels on report cards and standardized test scores. We wanted students to learn to score high in reading, mathematics, science and more. However, recently, we've seen the benefits of defining expectations using specific standards within content areas.

The mission of schools is to help all students meet achievement expectations. The shift we must make now is to realize that standards, by themselves, do not provide a sufficient definition of our achievement expectations to support the development of effective schools. Rather, our collective vision of academic success continues to require refinement. For instance, teachers need to deconstruct each standard into the scaffolding students must climb on their journey to learning success. We set up students for success (especially struggling learners) when we transform those standards into student-friendly targets that we are prepared to share with our students from the very beginning of their learning. Students can hit any target when they know what it is and can clearly see it. We know what refinements are needed in our expectations and those improvements too should become part of our mission.

*Shift Three: From a technical definition of assessment quality to a practical definition every educator can master and apply.*

Few teachers or school leaders have been given the opportunity to fully understand the keys to effective assessment. As a result, the quality of classroom assessments and locally developed interim

assessments has suffered.

We must realize that assessment quality is no longer merely the responsibility of test publishers. Educators must redefine quality in terms of a more practical framework that all local practitioners can master and routinely apply in their classrooms and schools.

The Assessment Training Institute has developed such a framework. It asks that assessors be clear about purpose and learning target, design high-quality assessments, communicate results effectively and involve students in the classroom assessment process to support their learning when appropriate. Professional development focused on this framework will be available to educators statewide for educators.

*Shift Four: From assessment as a measure of effect of teaching to assessment as a part of the teaching process.*

Traditionally, assessment has been used to judge the effectiveness of instruction. If we do well, students learn and test scores go up. While appropriate, this perspective is too limited. Assessment also can be part of the learning process. By starting instruction with a clear sense of how to engage our students in productive decision-making on their own behalf and with student-friendly learning targets, we set the stage for extending classroom assessment from the teaching into the learning process. By engaging our students as partners in developing and using practice assessments as they learn, and relying extensively on descriptive feedback to help them improve (see next shift), we weave student-involved assessment into instruction. When students are involved in classroom assessment in these ways, their sense of academic ability, motivation to success and achievement all skyrocket. This



Photo by Amy Wallot

Rick Stiggins spoke to teachers and educational leaders from around the state during the "Leading Professional Development in Classroom Assessment for Student Learning" conference June 16 in Lexington.

too must be part of the Kentucky vision of excellence in assessment.

*Shift Five: From communicating about student success with grades and test scores to communicating in ways that support learning.*

Normally we communicate about the level of student learning success using grades and test scores. These represent judgments of the sufficiency of learning at a particular point in time. They are completely appropriate for that specific communication purpose. However, these forms of communication are designed to report learning, not improve it. The good news is that we know how to communicate in ways that support learning too.

Feedback that supports learning focuses on attributes of the student's work and not attributes of the student as a learners. It shows the student how to do better the next time and arrives in bite-sized chunks that the learner understands and can act on immediately. In other words, we must provide guided practice focused on how to progress productively. When we communicate with students in this way, research reveals profound achievement gains. In this case, the shift is from judgmental to descriptive communication as we look to the future of school improvement in Kentucky.

## The power and importance of assessment

These shifts are possible because education stakeholders in Kentucky understand the power of balanced assessment and the importance of assessment in the classroom. School leaders will have the opportunity to learn, understand and implement balanced assessment systems, and Kentucky teachers will have opportunities to learn and use classroom assessment for student learning.

In short, the opportunity is at hand for Kentucky to put in place a solid statewide foundation of student-involved classroom assessment that can lead to sustainable school improvement.

Stiggins is the founder and executive director of the Assessment Training Institute in Portland, Ore. In addition to serving as an assessment consultant in partnership with the Kentucky Department of Education, he has served on the faculties of Michigan State and the University of Minnesota as well as research and development staffs of ACT and the Northwest Regional Educational Laboratory.

## MORE INFO...

[www.ets.org/ati](http://www.ets.org/ati)

Rick Stiggins, (800) 480-3060



## LEADERSHIP LETTER

Compiled by Susan Riddell, [susan.riddell@education.ky.gov](mailto:susan.riddell@education.ky.gov)

### Kentucky superintendents key players in NSBA survey on H1N1 flu preparations

When the National School Boards Association (NSBA) asked last month for the nation's superintendents to share their thoughts about proposed school-based immunizations against the H1N1 swine flu, Kentucky district leaders complied.

Eighty-six Kentucky superintendents responded to all or part of the NSBA online survey, out of a total of 485 respondents nationwide. That was the second-highest participation rate, behind only Minnesota where 184 superintendents completed the inquiry.

Brenda Green, director of school health programs for NSBA, said, "We examined the data in a variety of ways to see if having a lot of responses from one state skewed the findings. That is not the case; the findings are consistent across states and across urban, suburban and rural districts.

"The responses are giving us some very useful information to help guide the efforts of NSBA and our work with the CDC (Centers for Disease Control and Prevention) and the U.S. Department of Education. We hope the results will help (states) as you continue to address the H1N1 influenza pandemic," Green added.

Here are some of the highlights of the survey:

- Almost three out of four respondents (74.4 percent) would allow their schools to be used as H1N1 immunization centers. Of those who declined, the issue of liability over the shots was the greatest cause for concern.
- Slightly more than half of the participating superintendents (53 percent) would desire a combination of during- and after-school availability for the vaccination clinics.
- Sixty-four percent would seek guidance from their local and/or state health depart-

ments before implementing an on-site immunization program. The CDC was a distant second at 14 percent.

- Slightly more than one-quarter of those responding (28 percent) said their districts have been involved in school-based immunization clinics in the past five years. A 60 percent/40 percent split indicated that the local health department and then the district itself had organized those clinics.

Gov. Steve Beshear and the state Department for Public Health held a pandemic flu summit Sept. 3 in Frankfort. Information on the meeting as well as links to the latest H1N1 information may be accessed at <http://healthalerts.ky.gov>.

### Summit addresses Kentucky's dropout problem

On Sept. 11-12, Kentuckians from across the state came together in Frankfort to participate in "Graduate Kentucky: A Community Approach."

This was a unique comprehensive statewide conversation to not only understand why students are contemplating dropping out of school, but also to share ideas and best practices of how communities can play a pivotal role in reducing the dropout rate and creating a strategic vision for keeping children engaged in school.

Kentucky's leaders agree that the state's dropout problem is not simple to address. During the summit, dedicated educators, policy-makers, parents, communities and students shared ideas and collaborated to come up with complex solutions.

Reducing Kentucky's dropout rate is as tied to educational achievement as it is to workforce development, economic development and the ability of Kentucky to offer its residents an increased quality of life which is essential to the state's competitiveness in the 21st century, according to Education and Workforce Development Secretary Helen

Mountjoy and First Lady Jane Beshear.

The keynote speaker on Sept. 11 was Marian Wright Edelman, founder and president of the Children's Defense Fund. For more than 40 years, Edelman has been a leading voice for children and youth across the nation. Her unique perspective and work on the never-ending goal of providing students opportunity through education proved enlightening.

Education Commissioner Terry Holliday served as the keynote speaker on Saturday. Also making remarks during the summit were Gov. Steve Beshear, First Lady Jane Beshear and Secretary Mountjoy.

[www.graduate.ky.gov](http://www.graduate.ky.gov)

### Twenty-three districts receive money for clean school bus efforts

Twenty-three school districts have received a total of \$1,495,918 in federal stimulus money to retrofit 690 school buses around the state.

The buses will be retrofitted with a combination of diesel oxidation catalysts, diesel multi-stage filters and crankcase shaft filters. The funding also paid for diesel particulate filter cleaning machines and replacements for the crankcase shaft filters. Pollution also will be reduced by many districts that incor-

porated idle-reduction plans or policies into their clean school bus programs.

Gov. Steve Beshear said more than 202,000 students will benefit from the program. Thirty-five school districts applied for nearly \$2 million as part of the American Recovery and Reinvestment Act of 2009.

The school districts that were funded are:

- Ashland Independent
- Corbin Independent
- Daviess County
- Elizabethtown Independent
- Floyd County
- Frankfort Independent
- Franklin County
- Gallatin County
- Grayson County
- Jefferson County
- Lincoln County
- Livingston County
- Madison County
- Marion County
- Montgomery County
- Owsley County
- Pike County
- Pulaski County
- Somerset Independent
- Spencer County
- Taylor County
- Trigg County
- Warren County



**Good  
Idea?**  
**Let's hear it.**

[kyteacher@education.ky.gov](mailto:kyteacher@education.ky.gov) • p(502) 564-2000 • f(502) 564-3049  
Kentucky Teacher 612 Capital Plaza Tower 500 Mero St. Frankfort KY 40601



Photo Submitted

### Meeting Mickelson

Sedalia Elementary School (Graves County) 4th-grade teacher Keri Dowdy, far left, Indiana teacher Regina Scott, and South Carolina teacher Miranda Squires listen to professional golfer Phil Mickelson at the 2009 Mickelson ExxonMobil Teachers Academy at the Liberty Science Center in Jersey City, N.J. Dowdy was one of nine 3rd- through 5th-grade Kentucky teachers among 200 from around the country who participated in the intensive one-week professional development program. A panel of educators from the National Council of Teachers of Mathematics and the National Science Teachers Association selected participants based on teachers' qualifications, dedication to inspiring students at an early age and overall commitment to enhancing the teaching profession.



# BULLETIN BOARD

Compiled by Susan Riddell, [susan.riddell@education.ky.gov](mailto:susan.riddell@education.ky.gov)

## Conferences & Workshops

### Autism training

The Kentucky Autism Training Center is hosting fall regional professional development workshops. The first days of each event will address challenging behaviors of learners with autism spectrum disorders (ASD) and assessment and intervention techniques for practitioners. Day two will focus on components of effective instruction for learners with ASD.

Dates, presenters and locations are:

- Oct. 12-13, Katie Carnazzo and Emily Kirkham at General Butler State Park, Carrollton
- Oct. 19-20, Katie Carnazzo and Emily Kirkham at Lake Cumberland State Resort Park, Jamestown
- Nov. 9-10, Dr. Rich Mancil and Rob Pennington at Lake Barkley State Resort Park, Cadiz

[www.louisville.edu/kyautismtraining](http://www.louisville.edu/kyautismtraining)

### 'Teach Kentucky!'

There will be a Teach Kentucky! Workshop at the Salato Wildlife Education Center in Frankfort on Oct. 24. This workshop is for educators who want to learn more about Kentucky's native plants and animals, their adaptations, their ecological roles, their habitats and the state's native ecosystems. While teaching global ecosystems is important, teaching kids what's in their own "backyard" is often left by the wayside. Participants will take home a notebook of materials and a certificate from the Kentucky Association for Environmental Education showing they have completed three hours of environmental education professional development. For more information, contact Kristy Stroud at (502) 564-7863, ext. 4498.

### Holocaust studies

Middle Tennessee State University will host the ninth annual Holocaust Studies Conference, Oct. 22-24. A special K-12 teachers day is planned for Oct. 24 with guest speaker Linda Hooper of the well-known Paper Clips Project. Those interested can register for only the teachers day. Contact Peggy Slater, [mrs Slater@mtsu.edu](mailto:mrs Slater@mtsu.edu), or Connie Hudleston, [chudd@mtsu.edu](mailto:chudd@mtsu.edu), for more information or call (615) 898-5986.

[www.mtsu.edu/holocaust\\_studies](http://www.mtsu.edu/holocaust_studies)

### Science teachers

The Kentucky Science Teachers Association will host a conference Nov. 5-7 in Lexington. Pre-conference sessions include "OSHA Laboratory Standard/Chemical Hygiene Plan-

ning" and "Creating a Balanced Assessment System in Science and Item Writing Workshop – How to Strengthen Your Assessment Items." Friday and Saturday sessions include general content and, specifically, physical science, life science, environmental science and interdisciplinary areas that include reading and mathematics along with sessions featuring author Page Keeley. Early registration is available until Oct. 23. For more information, contact Sherry Fox at [sffox@aol.com](mailto:sffox@aol.com) or (502) 267-5708.

[www.ksta.org](http://www.ksta.org)

## Contests & Other Events

### Earth Science Week contests

The American Geological Society is sponsoring several contests to celebrate Earth Science Week 2009 (Oct. 11-17). Entries may be submitted electronically or by mail, with the exception of the visual arts contest, which must be mailed in. All deadlines are Oct. 16. For more information, contact [info@earthsciweek.org](mailto:info@earthsciweek.org) in regard to any contest.

Photography – topic: "How Climate Shapes My World." (for students of any age) Participants should submit a picture that best represents the climate in their area.

Visual Arts – topic: "The Climate Where I Live." (for students in grades K-5) Participants should submit an original two-dimensional visual arts project that best represents the climate in their area.

Essay – topic: "Climate Connects." (for students in grades 6-9) Participants should submit an original essay no more than 300 words in length, typed and formatted to fit on one page.

### International photo contest

To celebrate the International Year of Planet Earth and Earth Science Week 2009, the American Geological Institute is sponsoring a major international photography contest. Photographs should focus on the topic: "Exploring Earth Science around the World." Entries must be submitted electronically. The deadline for submitting photos is Oct. 16.

[www.earthsciweek.org/contests/itypephotocontest/index.html](http://www.earthsciweek.org/contests/itypephotocontest/index.html)

### Publish in the National Gallery of Writing

The National Science Teachers Association (NSTA) is a partner in the National Gallery of Writing, an online exhibition of writing hosted by the National Council of Teachers of English, which is seeking writing samples. NSTA's Gallery has the following

theme: "Why Earth? What makes our planet the ideal cradle of life?" Science teachers and students are encouraged to submit one piece of writing that is important to them (be it a letter, digital composition, video or other format.) The pieces will be unveiled on Oct. 20 as part of the National Day on Writing, a nationwide initiative that highlights the variety and importance of writing in the everyday lives of Americans.

[http://galleryofwriting.org/galleries/national\\_science\\_teachers\\_association\\_gallery](http://galleryofwriting.org/galleries/national_science_teachers_association_gallery)

### Kentucky's Arts Inclusion Program

Applications are being accepted for VSA Arts of Kentucky's Arts Inclusion Program. This is an opportunity for classroom teachers (academic, special education, arts and humanities) and teaching artists to collaborate, plan and implement a fully inclusionary, hands-on project in any of the arts areas: music, drama, dance, creative writing, visual arts and storytelling. Twenty-five \$1,200 awards will be given statewide to school sites selected from these applications for arts projects that are experiential and include children of all abilities. Applications must be postmarked no later than Oct. 23. For more information, contact Mary Claire O'Neal at (502) 564-3775.

[www.vsartsky.org](http://www.vsartsky.org)

### 'Avenues to Achievement'

The Kentucky Association of Student Financial Aid Administrators (KASFAA) will host the 2009 Effective Instructional Leadership Training Program entitled "Avenues to Achievement" from Nov. 2-18. This includes 10 free, one-day programs at various locations throughout the state. This will enhance knowledge of college financial aid programs, provide updates from ACT and inform about important services for students. Participants receive a certificate of attendance for six credit hours applicable toward Instructional Leadership Training requirements. Registration deadline is Oct. 19. Visit the Web site for information about dates, locations and online registration.

[www.kasfaa.com/hscouns.asp](http://www.kasfaa.com/hscouns.asp)

### Equine youth festival

To help promote the upcoming 2010 Alltech FEI World Equestrian Games (WEG) and create an awareness of the horse industry and its many career opportunities, schools are invited to attend an Equine

(Continued on page 15)



Photo by Amy Wallot

Strode Station Elementary School (Clark County)



## BULLETIN BOARD *(continued)*

Youth Festival on March 19, 2010. This will expose students to the many careers available in the horse industry, which is one of Kentucky's signature industries. Kentucky Department of Education (KDE) staff also has been working on developing curriculum related to the events of the WEG and the horse in general. More information about quick lessons will be available in the coming months. For more details, contact Pat Trotter in the KDE Office of Leadership and School Improvement at [pat.trotter@education.ky.gov](mailto:pat.trotter@education.ky.gov) or at (502) 564-2116.

### Online stock games

Spring registration is open for the Stock Market Game (SMG) or Take Stock in Kentucky simulations and competitions. In SMG, student teams in grades 4-12 receive a virtual \$100,000 to invest using a real-world Internet simulation. This is used by teachers to enforce mathematics, social studies, business, economics, technology and writing. Teachers registering for the Take Stock in Kentucky program will receive a copy of the Take Stock in Kentucky curriculum with 16 lessons focused on research of the Kentucky economy and business and on Kentucky Economics Core Content for grades 4-12, covering concepts like opportunity cost, producers, consumers, scarcity, interdependence, markets, profit and more. Registration deadline is Feb. 1, 2010.

<http://econ.org/smg>

<http://econ.org/kystock>

## Resources

### H1N1 toolkits

The Kentucky Department of Education and the Department of Public Health have created an extensive toolkit for schools on preparing for and responding to anticipated H1N1 swine flu this school year.

[www.education.ky.gov/KDE/Administrative+Resources/School+Health/Health+Services](http://www.education.ky.gov/KDE/Administrative+Resources/School+Health/Health+Services)

### 2009 Earth Science Week toolkits available

The essential Earth Science Week 2009 Toolkit enables students, educators and the public to fully explore this year's theme "Understanding Climate." The latest edition of this resource is now available through the American Geological Institute. The toolkit contains a 12-month school-activity calendar and classroom poster. Along with these traditional Earth Science Week publications, this year's toolkit features educational cli-

mate resources from the U.S. Geological Survey, NASA and the National Oceanic and Atmospheric Administration. A report on the "Ecological Impacts of Climate Change" and a new brochure outlining principles for Earth Science literacy also are included. Contact Geoff Camphire, [gac@agiweb.org](mailto:gac@agiweb.org), for more information.

[www.earthsciweek.org/materials](http://www.earthsciweek.org/materials)

### School safety checklist

The Kentucky Center for School Safety offers a checklist with safety planning tips as teachers and administrators work toward improved safety in schools. For more information, call (877) 805-4277.

[www.kysafeschools.org](http://www.kysafeschools.org)

### Military online exhibition

A new online exhibition by the Kentucky Historical Society showcases Kentucky's military treasures through the stories of Kentuckians who fought from the War of 1812 to more recent conflicts in Afghanistan and Iraq and provides visitors with the real-life stories of Kentuckians who served and sometimes lost their lives in these conflicts.

[www.history.ky.gov/military](http://www.history.ky.gov/military)

### Kentucky Down Under, American Cave Museum

Kentucky Down Under and the American Cave Museum have teamed up to offer educators a new resource that will contain lesson plans, fun activities and other information about Kentucky Down Under and the American Cave Museum/Hidden River Cave. Also, Kentucky Down Under will have a new online educators guide coming out soon. Contact Melissa McGuire, [melissa@kdu.com](mailto:melissa@kdu.com), for more information or to sign up to receive the guide. Teachers also can register at [www.kdu.com](http://www.kdu.com).

### Online financial literacy education

FoolProofTeacher.com is a free, Web-based financial literacy program designed for students in grades 9-12. The lessons can be completed in about nine 45-minute sessions. The teacher determines session length. FoolProof meets most state and national guidelines for financial literacy and most of the standards published by the National Endowment for Financial Education and JumpStart. Go to [www.foolproofteacher.com](http://www.foolproofteacher.com) and click on "Educational Standards." Contact Mike Sheffer at [info@foolproofhq.com](mailto:info@foolproofhq.com) for more information.



Photo by Amy Wallot

## Working together

Jennifer Melton helps 2nd-grade student Thomas Racke, far left, and 3rd-grade student Chase Randall, right (sitting), with mathematics sets as 2nd-grade student Luke Kelly, left (standing), and 3rd-grade student Grady Houston, right (standing), look on during the "Christmas in July" program at Grant Lick Elementary School (Campbell County). The summer Extended School Services program is one of the options Kentucky schools offer to students as an opportunity for additional instruction outside of the traditional school day or school year.

## Schools from page 9

write down the essential learning or the correct answer of a particular question doesn't mean they don't know it," Clayton said, noting that the teacher may not have asked the question in a way the student understood on a written test.

"It's real clear: if kids can write about it or they can explain it to you orally, you'd better believe they know it," he said.

Sometimes students are allowed to demonstrate their understanding through the use of kinesthetic demonstrations, such as science projects, social studies simulations and even language arts plays.

South Oldham Middle also gives students separate academic and effort grades. Academic grades should reflect performance based upon product and/or progress. Effort, while important, is not necessarily what a child is learning academically, Clayton said.

"We recognized that we had some students with very high grades who did not perform well on standardized assessments," he said. "We did not see a strong correlation between academic grades and the standardized assessments for all of our students."

So he and the teachers set out to make the academic grades more valid and developed a more systematic grading approach. Effort is based on class participation, turning in

homework and similar non-academic factors. The academic grade is based upon the reflection of what a student has learned academically.

"We don't use grades as a punishment," Clayton said. "We're not going to say we don't use grades as motivation, but we're trying to move away from that. Teachers are trying to shift the focus toward students owning their own learning."

Jenn Crase, an 8th-grade pre-algebra and algebra teacher, said the separate academic and effort grades have not required much change from her. She simply puts effort grades, such as homework, in one column and academic grades in a separate column.

There is teacher buy-in on what is going on at the school, she said. "We don't have naysayers on our staff," Crase said.

### MORE INFO...

[www.middlehouse.eku.edu/middle/kySTW.php](http://www.middlehouse.eku.edu/middle/kySTW.php)

Fran Salyers, [fran.salyers@eku.edu](mailto:fran.salyers@eku.edu), (859) 622-1513

Rob Clayton, [rob.clayton@oldham.kyschools.us](mailto:rob.clayton@oldham.kyschools.us), (502) 241-0320

David Ward, [david.ward@logan.kyschools.us](mailto:david.ward@logan.kyschools.us), (270) 542-4181





Photo by Amy Wallot

### Ready to present

Bracken County High School junior Courtney Tarvin prepares a sheep for showing at the Kentucky State Fair. Tarvin is president of the school's FFA chapter; the adviser is agriculture teacher Jim Fields. Students at Bracken County High can earn one of their required science credits by taking Fields' agribiology class. Forty-seven students are enrolled in the class. The school's FFA chapter also runs a greenhouse, which funds the chapter's activities.

# New river basin maps available for teachers

Stepping back to look at the big picture can help with understanding the smaller details of an area. That's the idea behind new maps of the seven major river basins of Kentucky, being published by the Kentucky Geological Survey (KGS) at the University of Kentucky and now available to educators.

Each of these publications is much more than simply a map. A topographic map occupies the center of each large-format publication, depicting the major rivers and streams, lakes, highways, counties and cities in the basin. Surrounding the central map is a wealth of additional information in text, tables and illustrations. The illustrations show resources, activities and terrain features associated with the basin. Information on the communities that draw water supplies from the basin and boat docks on streams and lakes is also included.

Maps of the Kentucky River Basin, Licking River Basin, Upper Cumberland and Green River/Tradewater have been published, and KGS is working to complete maps for the Four Rivers, Salt and Big Sandy/Little Sandy/Tygart Creek.

Paper copies of the maps are available from the KGS Public Information Center at the Mining and Mineral Resources Building on the UK campus for \$10 each plus shipping. Laminated versions are an additional \$5.

#### MORE INFO...

[www.uky.edu/kgs](http://www.uky.edu/kgs)  
Mike Lynch, (859) 323-0561

Kentucky river basin map detail

## Kentucky Teacher

612 Capital Plaza Tower,  
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## Teachers from page 4

All schools will have access to drafts of the program reviews in time for the 2010-11 school year. The final revisions will be completed in the spring of 2011 based on the results of the pilot.

### Will there be training to help understand program reviews?

There will be professional development to schools and districts provided in the spring of 2011. Details have not been developed yet.

### In what areas are new content standards being developed?

Standards across all content areas are being revised, beginning with mathematics and language arts which are scheduled to be done by December 2009. The other content areas will be revised and completed by December 2010.

### When will they be implemented?

Once the standards are finalized, schools need to figure out how to incorporate them into their instruction.

Schools will not be accountable for the new standards until the 2012 assessment.

### How will they be different from our current standards?

- SB 1 requires the new standards to:
  - focus on critical knowledge and skills

needed for students to be successful in the new global economy

- be fewer, but more in-depth to assure mastery learning
- be clearly understood by teachers, parents, students and citizens
- be based on evidence-based research
- take into account standards used in other countries
- ensure that students are successful as they move through each educational level, including postsecondary education

### Will there be training to help understand content standards?

Yes, and this is very important. However, details have not been worked out.

### How are national standards involved?

Kentucky is one of 50 states and territories working to establish common core standards in mathematics and language arts. Kentucky can incorporate those common core standards to the new state mathematics and language arts standards.

#### MORE INFO...

[www.education.ky.gov/JumpTo/?jump=SB1](http://www.education.ky.gov/JumpTo/?jump=SB1)